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Southern Illinois University

Bulletin



General Studies

1962-63

General Studies

Fall Quarter, 1962



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This Bulletin

presents the General Studies program which will be inaugurated at Southern Illinois University in the fall of 1962. As the program develops, additional information will be published in the General Information bulletin.

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General Studies

THE PAST THIRTY years have seen a thorough and searching self-study of one college and university curriculum after another. This re-examination has frequently resulted in proposals commonly known as General Education or General Studies.

Several recent developments account for the trend toward General Studies programs. One of these is the fascinating and, at the same time, dreadful and explosive increase in the amount of knowledge that man has created for himself. Such an explosion of knowledge becomes doubly frightening when one realizes that no single mind can hope to encompass even a fraction of the whole and vast wealth of knowledge.

A second consideration that has influenced colleges and universities toward General Studies is that an increased standard of living has fortunately permitted an ever larger percentage of qualified youth to enter college. Colleges and universities are slowly accepting the new roles and responsibilities that are thrust upon them and are accepting the fact that the subject matter of the university does not exist independently of the society which supports it.

Even a cursory examination of college catalogs will convince the impartial examiner of the need for some counter balances to specialism. The number of course offerings is seldom in direct proportion to the value of the courses. Further, the education of an enlightened people through the transmission of the culture of our times is a basic objective of higher education. Specialists themselves realize that rigid concentration within any field of study may deprive them of broader understandings so important for participation in life as citizens and parents.

Many leaders in higher education are convinced by the hard school of experience that a smattering and cafeteria-style sampling of introductory courses offered by "departments" have not provided a unified, broad understanding of the world that surrounds us. They note the advances that have come from research in the area of the psychology of learning. This com-

paratively new branch of the social sciences calls attention to new methods for stimulating reflective thinking, desires for stimulating learning, and better methods of presenting materials. Leaders in higher education are currently interested in the experimentation throughout the nation with teaching machines, with instruction through television, and with team teaching. Perhaps some of these new devices and new methods will lend themselves to the teaching of courses that meet the criteria for General Studies. There is a growing belief that instructional materials should be selected for the influence they will presumably have on the intellectual, moral, social, and personal development of students as well as for the support they may provide to a specific department or discipline.

General Studies are only part, not the whole, of man's education. While General Studies can conceivably help a student in his choice of occupation and can contribute to his success in a given occupation, their principal objective is not to develop vocational skills. They comprise that portion of the total curriculum which is concerned with the common needs of man and which assists the student to be more at home in a world that increasingly demands more of all men in terms of the intellectual, spiritual, and social. One of the prime purposes of a General Studies program is to prepare students to assume their proper responsibilities in an ever changing world.

A GENERAL STUDIES PROGRAM AT SOUTHERN

In the fall quarter of 1962 Southern Illinois University will initiate a new, expanded program in General Studies. This program will be required of all bachelor's degree students.

The curriculum is divided into three levels, with the first-level courses, composed of 39 quarter hours, to be taken during the freshman and sophomore years. Second-level courses, totaling 39 hours, will normally be completed during the sophomore and junior years. Third-level courses, totaling 18 hours, will be offered to juniors and seniors. An attempt is being made to develop basic one-year sequences of nine hours each (three hours per quarter) and to build each succeeding course or sequence upon the basic sequence in the same area.

The curriculum is divided into five functional areas as outlined below. At present, courses have been approved in each area; but, as the General Studies program develops, other courses will from time to time become available and will be described in the General Information issue of the *Southern Illinois University Bulletin*.

It is hoped that the adoption of the General Studies program will allow students to obtain a greater knowledge of the basic area of learning which should serve them (and their communities) well as they take their places in vocations and professions and assume their duties as mature citizens.

OUTLINE OF GENERAL STUDIES REQUIREMENTS

<i>Area A: Man's Physical Environment and Biological Inheritance</i>		24 hours
A first-level basic sequence		9 hours
A second-level continuation sequence		9 hours
Third-level advanced courses		6 hours
<i>Area B: Man's Social Inheritance and Social Responsibilities</i>		24 hours
A first-level basic sequence		9 hours
A second-level continuation sequence		9 hours
Third-level advanced courses		6 hours
<i>Area C: Man's Insights and Appreciations</i>		24 hours
A first-level basic sequence		9 hours
A second-level continuation sequence		9 hours
Third-level advanced courses		6 hours
<i>Area D: Organization and Communication of Ideas</i>		18 hours
Required college composition and speech		9 hours
Either a foreign language sequence or a basic mathematics sequence		9 hours
<i>Area E: Health and Physical Development</i>		6 hours
First-level required physical education		3 hours
Second-level required health education		3 hours

CRITERIA FOR GENERAL STUDIES COURSES

All courses sent to the President's Committee on General Studies are carefully studied to determine their acceptability in meeting the following criteria:

1. Does the course emphasize insight into the basic principles and practices of the field of study concerned?
2. Does the course serve as an adequate terminal course for those who will not take additional work in this area?
3. Does the course show the relevance of a particular discipline to the understanding of other disciplines?
4. Does the course avoid overlapping or unduly repeating materials which are sufficiently covered elsewhere?

5. Does the course avoid repeating materials already covered adequately in high school?
6. Does the course provide an incentive for additional study in General Studies while in college and afterwards?
7. Does the course have depth and intensity in the materials selected for instruction, as well as breadth of outline?
8. In general, does the material of this course justify its inclusion in the General Studies program of Southern Illinois University?

ADVISEMENT

An undergraduate student entering Southern Illinois University will be advised by a staff member responsible to the Executive Officer of General Studies for his campus. The student may or may not wish to declare a special field of interest at the time of his entrance. If he does, he will also be referred by his General Studies adviser to someone representing his special field of interest, but he will not apply for formal admission into a major field until the quarter before he reaches junior standing. At that time, he will be released from the advisement system for General Studies to whatever advisement system prevails for his chosen academic unit.

In other words, during his first two years, he will receive prime advice from a general adviser and secondary advice from representatives of the disciplines he may wish to explore. After being accepted as a major in some special field, he will receive prime advice from a representative of that field.

MAJORS, MINORS, AND ELECTIVES

Although the number of quarter hours in the General Studies curriculum constitutes approximately half of the number required for graduation, sufficient hours remain for a major and minor of reasonable and adequate size. The General Studies requirements do not eliminate the possibility of an early start on a major. If the student has decided on his field of major interest, he may waive the first-level sequence in the appropriate area and take the basic major courses instead. Some courses may count for both a major or minor and General Studies. However, if he has not chosen a major, he can take the General Studies sequences to the extent of a full load for several quarters and be able to make an unhurried selection of his major.

Electives are built into the General Studies curriculum by a system of options, particularly on the second and third levels.

There are three ways in which partial requirements of the General Studies program may be met without taking the courses specifically designed to meet those requirements. They are waivers, advanced-standing assignments, and proficiency examinations.

WAIVERS

Each student is entitled to waive (i.e., omit entirely) the first-level sequence in the area (*A*, *B*, or *C* only) in which he will concentrate his work and to begin his work in that area at the second level. This is inadvisable, however, for some majors; and the department or division involved may require the student to take the first-level sequence.

Academic advisers are prepared to guide the student in his exercise of the waiver privilege. Of course the student who has not chosen a field of concentration cannot waive a first-level sequence.

ADVANCED-STANDING ASSIGNMENTS

A student may, through training or experience, be qualified to begin his university work in some area at a level above the usual. If he can show acceptable evidence that this is so, he will be exempt from the appropriate courses in that area of General Studies and will be free to: (1) take advanced work in that area if more is required by the General Studies program, (2) discontinue any further work in that area if it is not required by the General Studies program, (3) take advanced work to satisfy the requirements for a major (or minor) in that area, or (4) take additional courses in that area as electives.

The means by which a student may qualify for advanced standing vary from area to area and from subject to subject within an area, but in general they are (1) passing a recognized advanced-standing examination (such as the A.C.T. examination) at a level equal to, or above, a General Studies course or sequence, and (2) satisfying certain University authorities that his high school record or other evidence justifies advanced standing.

Although advanced standing in a General Studies area may exempt a student from certain courses, it does not provide credit toward graduation.

PROFICIENCY EXAMINATIONS

Proficiency examinations covering *all* parts of the General Studies program are given at specified times by the departments or divisions responsible for offering each of the program's courses or course sequences.

The rules covering the General Studies proficiency examinations are similar to those governing other proficiency examinations at Southern.

If a student passes a proficiency examination over a General Studies course he will be exempt from that portion of the program. In addition, if his grade is *B* or better, he will be granted an equivalent number of quarter hours toward graduation.

COURSE DESCRIPTIONS (First and Second Levels)

Described below are the General Studies courses which have been approved for the fall quarter, 1962. As the General Studies program expands, additional courses will become available and will be described in the General Information issue of the *Southern Illinois University Bulletin*.

These are General Studies courses rather than departmental courses. They are identified by *area* and number, not by *department* and number. For example, a student taking Elementary French might enroll in General Studies D (GSD) 123 or 173, but not in French 123 or 173.

Carbondale Campus

MAN'S PHYSICAL ENVIRONMENT AND BIOLOGICAL INHERITANCE

GSA

- 101-3, 102-3, 103-3. ENERGY AND PARTICLES I, II, III. The basic physical sciences.
- 201-3, 202-3, 203-3. MAN'S BIOLOGICAL INHERITANCE. An introduction to the study of composition, structure, and function in living things.

MAN'S SOCIAL INHERITANCE AND SOCIAL RESPONSIBILITIES

GSB

- 101-3, 102-3, 103-3. MAN AND CULTURE IN TIME AND SPACE I, II, III. Temporal and spatial development and evaluation of civilization. Emphasis on western civilization from the Middle Ages to the present and its great influence on the rest of the world. Courses should be taken in sequence.
- 201-3, 202-3, 203-3. CULTURE, BEHAVIOR, AND SOCIETY. An integrated examination of anthropological, psychological, and sociological contributions to the understanding of human behavior. Courses should be taken in sequence.
- 211-3, 212-3, 213-3. POLITICAL ECONOMY. The making of public policy in the economic sphere through a study of the functioning of the economy and the operation of government.

MAN'S INSIGHTS AND APPRECIATIONS

Two first-level sequences are offered: (1) 100 or 101, 102, and 103. Introduction to Man's Insights and Appreciations. Students may take courses in any order, but three courses constitute a sequence. (2) 110, 111, and 112. An Introduction to Western Humanities.

Two second-level sequences are offered in Area C. One consists of a course from each of these three groups: (1) 201, 202, 203; (2) 204, 205, 206; (3) 207, 208, 209, 210. The other sequence is 211, 212, and 213.

GSC

100-3. INTRODUCTION TO MUSIC. The physical nature of sound and man's efforts to fashion aural sensations into works of musical art. Includes traditional and contemporary repertory and practical experience in music understanding through recital attendance.

101-3. CHANGING VISUAL IMAGES OF MAN. A critical examination of the diverse visual images of the past and the present which are considered to be unique concrete forms of man's perceptions, ideas, and values and the particular expressive structure, content, and processes of the visual symbol system.

102-3. PROBLEMS OF MORAL DECISION. An introduction to contemporary and perennial problems of personal and social morality, and to methods proposed for their resolution by some of the great thinkers of past and present.

103-3. MASTERPIECES OF LITERATURE. Reading in English, literary masterpieces of the Western world, to increase the student's competence in reading imaginative literature, to acquaint him with the great ideas and values of the best literature, and to train him to deal with literary materials in his writing.

110-3, 111-3, 112-3. AN INTRODUCTION TO WESTERN HUMANITIES I, II, III. An introduction to a carefully varied number of great works expressing the aesthetic, moral, and religious values of Western Man. It will (1) set forth the critical vocabulary of six humanistic disciplines: art, music, philosophy, design, literature, and theater; (2) provide some direct experience of each one; and (3) call attention to interrelations among the disciplines and between the humanities and other aspects of Western culture. Students registering for 110 must stay in the sequence for the year.

201-3. INTRODUCTION TO DRAMA. Not a history of the drama. The class will read about a dozen plays, modern and ancient, and consider how various dramatic conventions and devices are used to give form and meaning to human experience.

202-3. INTRODUCTION TO POETRY. A variety of poems, from the simpler to the more complex, are read and discussed. Emphasis is upon enjoyment and upon heightened insight into human experience. Devices of artistic form, such as imagery and meter, are discussed as they are involved with the substance they express, human actions, feelings, and

attitudes, including the poet's satisfaction in giving artistic form to his material.

- 203-3. **DRAMA AND THE ARTS OF THE THEATRE.** A study of (1) the drama as a literary type, (2) theatre arts as they subserve the drama, (3) the reciprocal conditioning which takes place between the drama, the theatre arts, and the audience.
- 204-3. **MEANING IN THE VISUAL ARTS.** A historically-oriented conception of the relationship between art and civilization which seeps through the examination of relevant examples of the visual arts to develop awareness of the great complexities of artistic motivation, the development of art styles, and the interaction between the artist and society.
- 205-3. **THE CONTEMPORARY ENVIRONMENT.** A lecture-laboratory course designed to create a picture plane whereon a student may see some principles underlying architecture, visual communication, and other products of his physical and cultural environment.
- 206-3. **FOUNDATION OF MUSIC.** Emphasis on the historical sequence of musical development from primitive ages through the contemporary scene. An introduction to the materials of music, including application of basic skills to keyboard performance, is provided in studio sections. Two hours of lecture, one hour of studio each week.
- 207-3. **PHILOSOPHY OF THE BEAUTIFUL.** A study of the structure and importance of the beautiful in nature, society, personality, and the arts.
- 208-3. **MEANING AND RATIONAL PROCESS.** A critical study of expressive, informative, and other modes of discourse, with emphasis on their roles in rational process.
- 209-3. **MODERN LITERATURE: FORM AND IDEA.** Designed to give the student an interest in and an understanding of the forms, themes, and values of modern American, British, and Continental literature.
- 210-3. **INTRODUCTION TO FICTION.** A study of the chief techniques of fiction and of some of the acceptable criteria for judging fiction. Readings in some of the masterpieces among American and European short story and novel writers.
- 211-3, 212-3, 213-3. **AN INTRODUCTION TO ORIENTAL HUMANITIES.** The literature, music, drama, visual art, and definitive cultural motifs of three great Asian traditions. Course 211 will focus on India, 212 on China, and 213 on Japan. Students registering for 211 must stay in the sequence for the year.

ORGANIZATION AND COMMUNICATION OF IDEAS

GSD

- 100-0. **ENGLISH COMPOSITION: GRAMMAR AND USAGE.** Required of all freshmen who need additional training in the fundamentals of grammar and usage (for these students, 100 is a prerequisite for 101 and 103).
- 101-3. **ENGLISH COMPOSITION: PRINCIPLES OF DESCRIPTION AND EXPOSITION.** A study of basic rhetorical principles through the analysis and synthesis of sentences, paragraphs, and complete papers. Prerequisite: 100 or satisfactory score on placement test. Courses 101, 102, and 103 constitute a first-level sequence.

- 102-3. ENGLISH COMPOSITION: PRINCIPLES OF ARGUMENT AND PERSUASION. A study of basic rhetorical principles through the analysis and synthesis of sentences, paragraphs, and complete papers. Prerequisite: 101.
- 103-3. PRINCIPLES OF ORAL COMMUNICATION. Development of an understanding of basic principles and proficiency in the skills involved in everyday communication. Prerequisite: 100, or English placement test score of 33 or above. 101, 102, and 103 constitute a first-level sequence.
- 108-3, 109-3, 110-3. FUNDAMENTALS OF MATHEMATICS I, II, and III. An introduction to mathematical concepts and reasoning presented at a level appropriate for university students who have had high school courses in intermediate algebra and plane geometry. Topics include the number system, college algebra, analytic geometry, probability and statistics.
- 114-3, 115-3, 116-3. COLLEGE ALGEBRA I, II, TRIGONOMETRY. A beginning sequence in university mathematics for students who have strong backgrounds in high school mathematics including at least intermediate algebra and plane geometry. Topics in college algebra and trigonometry are chosen with a view to their appropriateness for later work in analytic geometry and calculus. 115 and 116 may be taken concurrently.
- 120-3, 121-3, 122-3. ELEMENTARY CHINESE.¹ Emphasis on the development of reading skills.
- 123-3, 124-3, 125-3. ELEMENTARY FRENCH.² Open to students who have had no previous work in French.
- 126-3, 127-3, 128-3. ELEMENTARY GERMAN. Open to students who have had no previous work in German.
- 130-3, 131-3, 132-3. ELEMENTARY GREEK. Grammar emphasized in the first quarter, and reading of an actual text begun in the second. Text is usually the New Testament.
- 133-3, 134-3, 135-3. ELEMENTARY LATIN. Open to students who have had no previous work in Latin.
- 136-3, 137-3, 138-3. ELEMENTARY RUSSIAN. Pronunciation; reading of elementary texts; oral practice; composition.
- 140-3, 141-3, 142-3. ELEMENTARY SPANISH. Open to students who have had no previous work in Spanish.

¹ Sections of conversation for 1 hour credit available to the student with each of the languages listed, but on an elective basis.

² Students having had high school language training should see the Department of Foreign Languages for placement.

HEALTH AND PHYSICAL DEVELOPMENT

The letter *M* or *W* following a course number indicates whether the course is for men (*M*) or for women (*W*).

Students are to begin their physical development program by taking one of the following three courses: 101, 102, 103. (For students who cannot pass a swimming safety test, 101 is required.)

Students may complete their three-hour requirement by taking two additional courses (excluding 101, 102, 103) with a minimum of one being an individual activity course. Not more than two courses in the areas of

dance and aquatics may apply toward fulfillment of the three-quarter sequence.

GSE

- 100M-1. RESTRICTED PHYSICAL EDUCATION. Body control in restricted activities. Three classes per week. May be repeated for three quarters.
- 101M-1. BEGINNING SWIMMING.
- 102M-1. BASIC BODY MOVEMENT.
- 103M-1. PERSONAL FITNESS.
- 111M-1. INTERMEDIATE SWIMMING.
- 114M-1. SPEEDBALL.
- 115M-1. SOFTBALL.
- 116M-1. ARCHERY.
- 117M-1. BADMINTON.
- 124M-1. BASKETBALL.
- 126M-1. BEGINNING BOWLING.
- 128M-1. TENNIS.
- 134M-1. SOCCER.
- 136M-1. GOLF.
- 142M-1. SQUARE AND SOCIAL DANCE.
- 144M-1. VOLLEYBALL AND TOUCH FOOTBALL.
- 146M-1. PERSONAL DEFENSE.
- 149M-1. STUNTS AND TUMBLING.
- 100W-1, 110W-1, 120W-1. RESTRICTED PHYSICAL EDUCATION. Body control in restricted activities. Three classes per week.
- 101W-1. BEGINNING SWIMMING.
- 102W-1. BEGINNING CONTEMPORARY DANCE.
- 103W-1. FUNDAMENTALS OF BODY MOVEMENT.
- 111W-1. INTERMEDIATE SWIMMING.
- 112W-1. INTERMEDIATE CONTEMPORARY DANCE.
- 114W-1. SPEEDBALL.
- 115W-1. SOFTBALL.
- 116W-1. ARCHERY.
- 117W-1. BADMINTON.
- 118W-1. BEGINNING FENCING.
- 119W-1. BEGINNING GOLF.
- 122W-1. FOLK DANCE.
- 124W-1. BASKETBALL.
- 125W-1. VOLLEYBALL.
- 126W-1. BEGINNING BOWLING.
- 128W-1. TENNIS.
- 131W-1. DIVING.
- 134W-1. SOCCER.
- 142W-1. SQUARE AND SOCIAL DANCE.
- 144W-1. HOCKEY.
- 201-3. HEALTHFUL LIVING. Personal and community health. Designed to meet the general health needs and to develop wholesome health attitudes and practices in college students.

Edwardsville Campus

Course numbers in parentheses identify courses as they are listed in the Schedule of Classes for the fall quarter, 1962. Such numbers, however, are obsolete. For example, GSA 203 in the schedule should be referred to as GSA 253 as listed below.

*MAN'S PHYSICAL ENVIRONMENT AND
BIOLOGICAL INHERITANCE*

GSA

- 151 (101)–3, 152 (102)–3, 153 (103)–3. INTRODUCTION TO PHYSICAL SCIENCE I, II, III. A study of the fundamentals of physical science. The atom and the physical and chemical principles necessary to understand its properties, structure, and combinations to form molecules. Courses should be taken in sequence. Prerequisite: Score on A.C.T. mathematics placement test or C in Mathematics 100 or pass departmental placement examination.
- 251 (201)–3, 252 (202)–3, 253 (203)–3. MAN'S BIOLOGICAL INHERITANCE. A study of the fundamentals of biological science. The cell, inheritance, evolution, the diversity of living organisms, and the structure and function of higher animals and plants. Courses should be taken in sequence.

*MAN'S SOCIAL INHERITANCE AND
SOCIAL RESPONSIBILITIES*

GSB

- 151 (101)–3. SURVEY OF WESTERN TRADITION—GEOGRAPHIC BACKGROUND. A general survey of the geographic setting in which western civilization developed. Physical, economic, and historical geography of the past and present Europe.
- 152 (102)–3. INTRODUCTION TO THE WESTERN TRADITION. A general survey of the political, economic, social, and intellectual development of Western Europe from A.D. 1000 through the French Revolution. Prerequisite: 151.
- 153 (103)–3. INTRODUCTION TO THE WESTERN TRADITION. A general survey of the political, economic, social, and intellectual development of Western Europe since the French Revolution. Prerequisite: 152.
- 251 (201)–3, 252 (202)–3, 253 (203)–3. THE STUDY OF MAN: CULTURE, SOCIETY, AND THE INDIVIDUAL. Introduces the concepts of culture, society, and the individual. The first part of the sequence lays the foundation with the introduction of culture and gives the background of man's cultural heritage. The next phase integrates culture with society through the study of groups, the community, and American society. Finally, the effects of individual functioning upon the social processes in culture and society are shown.

MAN'S INSIGHTS AND APPRECIATIONS

GSC

- 151 (101)-3. INTRODUCTION TO POETRY. Introduction to the enjoyment of poetry. Practice in techniques of critical reading and writing.
- 152 (102)-3. LOGIC. Study and practice in the analysis of verbal traps, relations between statements, deductive arguments, and inductive inferences.
- 153 (103)-3. ART APPRECIATION. Study of significant achievements in art related to western culture and contemporary life.
- 154 (104)-3. MUSIC UNDERSTANDING. Criteria for discriminative music listening as an asset to general culture. An examination of basic materials, techniques, and forms.

ORGANIZATION AND COMMUNICATION OF IDEAS

GSD

- 151 (101)-3, 152 (102)-3. ENGLISH COMPOSITION. Expository writing with emphasis upon organization according to the principles of rhetoric and upon the research paper. Required of all students.
- 153 (103)-3. ORAL COMMUNICATION OF IDEAS. The basic principles and techniques of oral communication; application of the principles in speech activities. Study of the forms of oral communication and the significance of oral communication to modern society. Required of all students.
- 155 (105)-3, 156 (106)-3, 157 (107)-3. INTRODUCTION TO MATHEMATICS. Principal topics: logical rules of deduction, the real number system, mathematical structures. Courses should be taken in sequence. Prerequisite: Score on placement test or C in Mathematics 100.
- 173 (123)-3, 174 (124)-3, 175 (125)-3. ELEMENTARY FRENCH. No previous knowledge of French required.
- 176 (126)-3, 177 (127)-3, 178 (128)-3. ELEMENTARY GERMAN. No previous knowledge of German required.
- 186 (136)-3, 187 (137)-3, 188 (138)-3. ELEMENTARY RUSSIAN. No previous knowledge of Russian required.
- 190 (140)-3, 191 (141)-3, 192 (142)-3. ELEMENTARY SPANISH. No previous knowledge of Spanish required.

HEALTH AND PHYSICAL DEVELOPMENT

For Physical Education courses, refer to the General Announcements issue of the *Southern Illinois University Bulletin*. General degree requirements include three hours in physical education.

GSE

- 251 (201)-3. HEALTHFUL LIVING. Personal and community health. Presents scientific health information as a basis for helping the student develop wholesome health attitudes and practices.



Southern Illinois University Foundation

The Southern Illinois University Foundation is a nonprofit corporation chartered by the state and authorized by the Board of Trustees to receive gifts for the benefit of the University, to buy and sell property, and otherwise to serve the University.

It respectfully asks alumni and other citizens of Southern Illinois to consider making gifts and bequests to benefit the University. Such gifts should be conveyed to the Foundation, with proper stipulation as to their uses. The Foundation, through its officers and members, will be glad to confer with intending donors regarding suitable clauses to insert in wills and suitable forms of gifts and memorials, including bequests by means of life insurance. Large or small gifts to the library will be appreciated; likewise gifts for special equipment, buildings, endowment of professorships in particular subjects, gifts to student loan funds and scholarship funds, gifts for the use of foreign students, and endowments for particular sorts of research. Any gifts or bequests can be given suitable memorial names.

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